



## MARY H WRIGHT ELEMENTARY

457 S. Church Street  
Spartanburg, SC 29306

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	358 Students	
<b>Principal</b>	Wanda Owens-Jackson	864-594-4477
<b>Superintendent</b>	Dr. Russell W. Booker	864-594-4400
<b>Board Chair</b>	Sharon D. Porter	864-594-4400

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Below Average	Average
2008	Below Average	Average
2007	Below Average	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

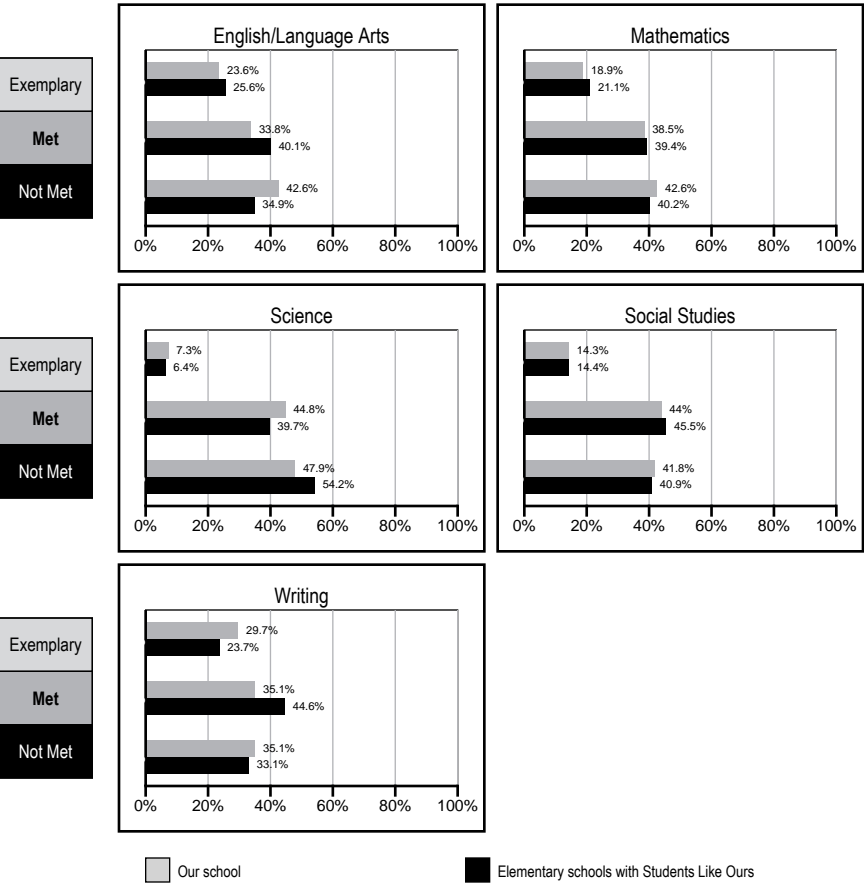
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	72	49	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=358)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.6%	Up from 1.3%	1.5%	1.1%
Attendance rate	94.9%	Up from 94.6%	96.0%	96.2%
Served by gifted and talented program	5.7%	Up from 4.7%	5.1%	13.4%
With disabilities other than speech	4.3%	Down from 8.5%	4.3%	4.1%
Older than usual for grade	0.5%	Down from 0.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=31)</b>				
Teachers with advanced degrees	74.2%	No Change	61.9%	62.5%
Continuing contract teachers	83.9%	Up from 80.6%	81.7%	88.2%
Teachers returning from previous year	87.4%	Up from 82.4%	84.3%	87.8%
Teacher attendance rate	95.3%	No Change	95.2%	95.2%
Average teacher salary*	\$49,196	Down 7.8%	\$45,180	\$46,773
Professional development days/teacher	7.1 days	Down from 13.1 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Up from 14.6 to 1	17.5 to 1	19.9 to 1
Prime instructional time	88.8%	Up from 88.6%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	62.6%	Down from 79.8%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$11,446	Up 4.2%	\$8,733	\$7,447
Percent of expenditures for instruction**	69.0%	Up from 67.0%	67.7%	68.4%
Percent of expenditures for teacher salaries**	68.2%	Up from 65.2%	63.9%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Our vision, at Mary H. Wright, is to offer all students a challenging, progressive, character-building, standards-based curriculum that enables them to become self-directed, successful learners. We envision our students as having a well developed self-esteem with an open mind to diversity. In addition, we strive for them to become creative problem solvers, who are socially well adjusted, service oriented, and prepared for future challenges.

This school year, we worked exceptionally hard to make this a reality by unwrapping the gifts our students possess. Academically, we saw gains in student achievement as a fourth year Teacher Advancement Program (TAP) School. Again this year, we received the highest possible TAP student achievement score of Value Added 5, based on the results of the 2009-2010 Palmetto Assessment of State Standards (PASS) Tests. Under the federal No Child Left Behind (NCLB) legislation, we also met 100% of our Adequate Yearly Progress (AYP) proficiency goals.

At Mary H. Wright, we pride ourselves on giving back to the community. This school year, we have given generous contributions to support the United Way, Zig the Pig, and March of Dimes. For the past three years in a row, we have been recognized by the March of Dimes as being the top elementary school contributor in Spartanburg County.

Our Student Council initiated the Hearts for Heroes drive and sent care packages in support of our troops, in Iraq, for Valentine's Day. During Easter, they were also sent student made Easter cards.

In terms of extra-curricular activities, our students are afforded the opportunity to participate in chorus, orchestra, band, the MHW Boys Choir, MHW Dance Team, BETA Club, Student Council, and Boys & Girls Club. This year, 15 third-fifth graders were privileged to spearhead our very first Girls on the Run Team. This international program strives to educate and prepare girls for a life time of self-respect and healthy living.

Our Parent Teacher Organization (PTO) and School Improvement Council (SIC) collaborated on many projects over the past school year to support our students, parents, faculty, and staff. With their support, and our collective effort as educators, we will continue to strengthen the educational experience for all of our students.

Wanda Owens-Jackson, Principal  
Karen Rogers, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	31	22
Percent satisfied with learning environment	94.4%	87.1%	86.4%
Percent satisfied with social and physical environment	91.7%	80.6%	90.9%
Percent satisfied with school-home relations	65.7%	93.3%	81.8%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.9%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	171	98.3	42.6	33.8	23.6	72.3	77.9	82.4	No	Yes
<b>Gender</b>										
Male	69	97.1	50	36.7	13.3	63.3	73.7	78.7	N/A	N/A
Female	102	99	37.5	31.8	30.7	78.4	82.6	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	88.3	88.9	I/S	I/S
African American	159	98.7	43	34.5	22.5	72.5	70.2	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.1	93	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	78.4	79.3	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	34	97.1	86.2	6.9	6.9	37.9	37.3	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	84	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	98.8	43.4	33.1	23.4	71.7	71	75.4	No	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	171	98.3	42.6	38.5	18.9	74.3	75.6	81.9	No	Yes
<b>Gender</b>										
Male	69	97.1	51.7	38.3	10	68.3	73	79.9	N/A	N/A
Female	102	99	36.4	38.6	25	78.4	78.4	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	6	I/S	I/S	I/S	I/S	I/S	87.5	88.9	I/S	I/S
African American	159	98.7	43	38	19	73.9	66.9	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	90.2	94.6	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	74.8	81.1	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	34	97.1	N/AV	N/AV	N/AV	41.4	30.9	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	82.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	166	98.8	43.4	38.6	17.9	73.8	67.6	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	110	100	47.9	44.8	7.3	52.1	64.1	68.6
Gender								
Male	41	100	64.7	29.4	5.9	35.3	63.4	68.3
Female	69	100	38.7	53.2	8.1	61.3	64.8	68.9
Racial/Ethnic Group								
White	2	I/S	I/S	I/S	I/S	I/S	83.8	80.7
African American	106	100	47.9	44.7	7.4	52.1	50.5	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	79	85.3
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	63.6	61.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	21	100	N/AV	N/AV	N/AV	11.1	27.4	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	68.4	60.7
Socio-Economic Status								
Subsidized meals	109	100	48.4	45.3	6.3	51.6	53	57.3

Social Studies								
All Students	107	100	41.8	44	14.3	58.2	69.7	72.5
Gender								
Male	43	100	42.5	42.5	15	57.5	67.7	72
Female	64	100	41.2	45.1	13.7	58.8	72	73.1
Racial/Ethnic Group								
White	5	I/S	I/S	I/S	I/S	I/S	85.7	81
African American	97	100	40.7	46.5	12.8	59.3	58.3	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	86.1	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	70.8	69.6
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	20	100	72.2	22.2	5.6	27.8	34	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	1	I/S	N/A	N/A	N/A	N/A	80.8	69.7
Socio-Economic Status								
Subsidized meals	103	100	42	43.2	14.8	58	60.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	40	100	35.1	35.1	29.7	64.9	69	73.2	94.9	95.7
Gender										
Male	14	100	53.8	38.5	7.7	46.2	63.3	67.2	94.6	95.5
Female	26	100	25	33.3	41.7	75	75.1	79.4	95.1	95.8
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	83.4	81.5	94.3	95.6
African American	39	100	36.1	33.3	30.6	63.9	57.7	61.3	94.9	95.6
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	92.3	87	93.9	97.1
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.2	66.7	93.2	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	98.9	94.4
Disability Status										
Disabled	8	I/S	I/S	I/S	I/S	I/S	14	26	94.4	94.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	80.3	65.7	94.9	97
Socio-Economic Status										
Subsidized meals	38	100	37.1	34.3	28.6	62.9	57.5	63.2	94.8	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	42	97.6	16.2	43.2	40.5	83.8
	4	41	100	38.9	41.7	19.4	61.1
	5	28	100	40.7	37	22.2	59.3
	6	30	100	42.9	39.3	17.9	57.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	50	100	39.6	29.2	31.3	60.4
	4	49	100	41	43.6	15.4	59
	5	39	97.4	42.9	28.6	28.6	57.1
	6	33	93.9	50	34.6	15.4	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	42	97.6	35.1	54.1	10.8	64.9
	4	41	100	36.1	52.8	11.1	63.9
	5	28	100	55.6	29.6	14.8	44.4
	6	30	100	21.4	57.1	21.4	78.6
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	50	100	45.8	33.3	20.8	54.2
	4	49	100	43.6	41	15.4	56.4
	5	39	97.4	42.9	31.4	25.7	57.1
	6	33	93.9	34.6	53.8	11.5	65.4
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	21	100	N/A	N/A	N/A	33.3
	4	41	100	52.8	44.4	2.8	47.2
	5	14	92.9	53.8	38.5	7.7	46.2
	6	16	100	N/A	N/A	N/A	53.3
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	50	33.3	16.7	50
	4	49	100	46.2	46.2	7.7	53.8
	5	20	100	N/AV	N/AV	N/AV	52.6
	6	16	100	N/AV	N/AV	N/AV	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	20	100	47.4	36.8	15.8	52.6
	4	41	100	47.2	41.7	11.1	52.8
	5	14	100	42.9	50	7.1	57.1
	6	14	100	23.1	69.2	7.7	76.9
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	20.8	45.8	33.3	79.2
	4	49	100	N/AV	N/AV	N/AV	48.7
	5	18	100	62.5	31.3	6.3	37.5
	6	15	100	25	41.7	33.3	75
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	42	100	35.9	46.2	17.9	64.1
	4	40	100	41.7	50	8.3	58.3
	5	30	100	31	41.4	27.6	69
	6	31	100	24.1	72.4	3.4	75.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	40	100	35.1	35.1	29.7	64.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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